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# UNIVERSITY REFORM IN THE VELLORE GAZETTE CONTEMPORARY INDIA

*By*  
**Dr. S. R. RANGANATHAN;**  
M. A., L. T., D. Litt. F. L. A.

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# The Educational Review

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## Educational Activities of the United States Government

BY CHARLES A. QUATTLEBAUM, (*From The Educational Record*)

**A**CTIVITIES of the U. S. Government in the field of education cover all levels of education, from teaching illiterates to read and write to providing graduate training at the nation's leading colleges and universities. The activities directly or indirectly affect the entire population of the United States.

Most of the federal educational programmes are concerned with adult education or specialised training. Except in the field of vocational training, the federal government participates very little in the support of elementary and secondary education in the 48 states.

Every phase of education in the United States is served to some extent by the U. S. Office of Education. The federal agency is concerned with gathering and disseminating basic educational information, research, consultative services and other matters to promote the cause of education. Its activities include collection and analysis of statistics, administration of financial grants in-aid to schools and students, and giving advice on school organisation, administration, legislation, methods of instruction and improvement of the teaching profession. The office gives special attention to vocational education and international educational relations.

The many programmes of the U. S. Public Health Service in education include

nurse training; grants for training in cancer control; medical, dental and dietetic internships; grants for construction of health research facilities at educational institutions; specialised training of officers in the Public Health Service; financing of medical research fellowships; grants for teaching medicine and dentistry; provision of medical traineeships; and aid to the states in training state and local health service personnel.

The U. S. Veterans Administration provides full or part time academic education, vocational training, school and job training, books and supplies, and subsistence allowances for veterans of World War II and their dependents. Veterans with disabilities incurred in military service receive vocational rehabilitation. The Veterans Administration also provides advanced training for the professional and technical staffs of the veterans' hospitals.

The U. S. Department of Defence (Army, Navy and Air Force) has a large and varied educational programme. The Army supports the Armed Forces Institute, the National War College, the Industrial College of the Armed Forces and the Armed Forces Information School. The Army also operates the Military Academy at West Point, in the eastern state of New York, the Army service schools, a correspondence "extension course" programme

and the Reserve Officers Training Corps. In addition, the Army trains military personnel in civilian institutions, trains certain military personnel of the free nations of the world, gives apprenticeship training at United States ordnance installations, re-educates the populations of occupied areas, educates dependents of Army personnel; offers language and area training, trains civilian personnel in specialised fields, and conducts research through contract with colleges and universities.

The U. S. Navy operates various service schools and trains selected naval personnel in civilian schools. Young men selected as candidates for commissions in the Navy and Marine Corps receive training either at the Naval Academy at Annapolis, in the East Coast State of Maryland, or other institutions of higher learning. The Navy also offers correspondence courses through the Armed Forces Institute and the Marine Corps Institute.

The U. S. Air Force trains its personnel for day-to-day administration, operational housekeeping and maintenance. This includes a technical training programme and the Air Reserve Officers Training Corps, which supplies junior officers. The Air Force also prepares selected personnel to pursue research for air weapons, aviation medicine and other Air Force needs. It enters into contracts with educational institutions for such research, and, in addition, offers off-duty education for airmen and apprenticeship training and special training in aircraft maintenance for civilian employees.

The Cooperative Extension Service of the U. S. Department of Agriculture, operating through land-grant colleges, seeks to improve the economic welfare, health and community life of rural families. The department works closely with colleges and other educational institutions in numerous research projects for the advancement of agricultural knowledge, disseminating all useful information to farmers and the public. The Department of Agriculture administers the school lunch programme which provides a midday meal to the

students of participating schools throughout the nation.

The 29 educational programmes of the U. S. Department of Commerce include in-service training of employees and certain people of other lands and the operation of specialised training schools. Contractual arrangements are made with educational institutions for research, for awarding scholarships and fellowship to qualified employees, and for the promotion of aviation education in the colleges and high schools.

In promoting a better understanding between the American people and the people of other countries, the U. S. Department of State is engaged in exchanging students, teachers and other persons; exchanging knowledge and skills; operating libraries and institutes as outlets for American thought and scholarship abroad; aiding American-sponsored schools abroad; and cooperating with other countries in technical training and related projects. New employees receive orientation in the work and objectives of the department, and foreign service officers are trained in the department's Foreign Service Institute.

The U. S. Department of the Interior directs the elementary and secondary schooling of American Indian, Eskimo and Aleut children living on reservations or where public school facilities are not available. It also conducts safety training for employees of the U. S. Bureau of Mines and for workers in the mineral industries; visual education in conservation of mineral resources; and in-service training for Department of Interior employees.

Programme of the U. S. Department of Justice include (1) adult education for aliens preparatory to naturalisation and for inmates of penal and correctional institutions, and (2) training programmes in law enforcement procedures for its own personnel and for state, country and local law enforcement officers.

In carrying out its responsibility for the conservation and development of the natural resources of the area affected by its



activities, the Tennessee Valley Authority (TVA), a rural electrification and flood control project in the American South, established by the U. S. Congress in 1933, uses research, demonstration and instruction; provides school facilities for employees on TVA projects; guides families in adjustment to new locations; and studies environmental sanitation. The Tennessee Valley Authority also strives to promote an understanding of its programme of development and to guide TVA officials in their relations with state and local educational agencies.

The U. S. Housing and Home Finance Agency subserves education through loans and other aids to educational institutions for building student dormitories. The General Services Administration makes available such surplus property as is needed and usable for educational purposes.

The U. S. Bureau of the Budget, an agency in the Executive Office of the President, has enabled high-ranking government officials and press representatives of western Germany to study democratic government in the United States. The Budget Bureau also provides training for government officials of other countries in cooperation with the Mutual Security Assistance Programme to provide military, economic and technical assistance to strengthen the security of the free world, and carries on an inter-American exchange of information and personnel in public administration.

As the principal reference library in the United States, the U. S. Library of Congress has its vast collections and research facilities constantly in use by scholars and students from many parts of the world. The Library of Congress maintains a law library, provides books for adult blind persons, maintains a union catalogue of library holdings, and provides printed cards for school, college, university and other libraries.

The Division of Public Documents of the U. S. Government printing office catalogues, indexes, and distributes U. S. Government publications through sale, exchange, or free distribution, thus making them available to schools, colleges, students and other institutions and individuals. The printing office also operates an apprentice training programme.

Besides displaying selected living specimens of plant life for public view and study, the United States Botanic Garden performs consultative and advisory services in a broad field of botanical and horticultural knowledge.

Because of the number and complete nature of federal educational activities in the United States (listed here only in part) a tabulation of total expenditures is not possible. The best available estimate indicates that the cost to American taxpayers for the educational programme of their government amounted to more than £ 3,600,000,000 during the fiscal year 1950.

## Educational Experiments: Bombay State: —II

BY PROF. C. N. PATWARDHAN, *Bombay*

(a) *R. M. Bhatt High School, Parel, Bombay.* (b) *Principal: Shri. M. V. Donde, Bombay Corporation and Member of the State Council, President of the State Primary Teachers' Conference.*

In a congested labour locality in Bombay even an ordinary High School is in itself a novel experiment because the school has not only to teach the students in the classrooms but to investigate the home and social environments of the students and take measures in the school to supplement

what they have not at home. A family of seven, father mother and five children, making a living on the labour of both the parents and having one small room as their only shelter, cannot afford even very ordinary reading facilities to the school-going children. They have no space, no

light, no quiet time and consequently the sons and daughters of these labourers, even though they attend school, failed in the examinations. This school provided the students with light, space, and books. The school rooms, the verandahs, and even library were kept open where the students could study for hours in the evening, night and morning. If need be, they even slept in the open verandah and galleries. A remarkable improvement was observed in the academic improvement of the children.

The Principal, who has organized this school and has been conducting it for over 20 years, found that his students did not have sufficient grasp of the present problems of our people mainly because of the fact that the students either did not have time and material to read and or they got facts ready made and cooked for consumption by newspapers, all of which are controlled by one or the other political parties. Un-biassed views could not, therefore, reach the young pupils. The Principal used the morning School Assembly for this purpose and gave to the whole school congregation a talk on Current-Affairs for 30 minutes and invited questions and presided over a lively discussion, if any, which took about 15 more minutes. These 45 minutes were a daily course in Civics and Modern Problems in which the staff, students and the Head participated.

The course held is daily tabulated by the Principal. He has full detailed notes well prepared in advance per day and carefully recorded and preserved from day to day. A valuable collection of facts and observations has thus been maintained for over seven years in the school library to which teachers and students can refer. Judging from the outlook of the students towards problems of modern life, this experiment so assiduously carried out by a distinguished veteran educationist and social worker has made a great contribution to educational thought.

It seems that all educational experiments are suspect of the Education Department. Experiments have naturally to be a little away from the fixed departmental routine

of method and contents. This experiment contravened the departmental requirements of the Head 'teaching' class for a fixed number of periods a week. The School Assembly held every day and addressed by the Head was not considered as a 'teaching' period by the Educational Department for the purposes of Government grant on the Head's salary. So, instead of receiving appreciation in words if not in coins, the school was rewarded with a cut in Government grant on the ground that the Head was not giving the required minimum time for 'teaching' class.

The Head has admirably persevered in the experiment, in spite of Governmental discouragement. The experiment is worthy of note by educationists.

(b) *XII Standard*:—An experiment in balanced education.

Almost a new school, founded about ten years ago, has tried to give to its past students what post-Matriculate colleges and institutions do not. This school has framed a synthetic syllabus in modern citizenship with the object of preparing its past students for a useful life as an ordinary citizen, father and mother. The course extends from what the students have already learn at the XI Standard and takes in subjects like, Management, Accounts, Type-writing, Domestic Economy, Minor trades like electric and radio repairing, mechanics etc. Emphasis is also laid on cultural values through weekly literary and social gatherings at which new works of literary art are discussed, social problems like dowry-system, caste restrictions, racial concepts are scientifically examined. Medical help, first aid, nursing, dieting, health and exercises, are other very useful subjects in which students receive training and information. In one year the school thus provides opportunities to its past students in getting what they could not during their normal school career of eleven years.

The number of students taking advantage of this XII Standard is limited at present. This is a novel idea in supplementary education, ending in no certificates, degrees

or any such stamp and this freedom from examinations, considered to be so valuable in education, has come to be an impediment to success, particularly in a degree-ridden student community.

There are no monthly fees for this course. A nominal registration fee is collected per annum from the students. All teachers are honorary. The normal school equipment, and housing accommodation are available to the Standard XII and such additional aid and equipment as are necessary are borrowed from local higher institutions like colleges and technical establishments. Classes are held thrice a week for an hour or so enabling working students or college students to attend.

The experimental course is at present wrongly conceived by students as either an extension course or as a trade class. The basic idea of enrichment of knowledge and practice so as to enable a man or a woman to be better citizens, better fathers or better mothers is not quite appreciated. The

organizers are not dejected over this wrong view of some but fondly hope that in course of time the students will come to realise the novel basic idea of the course and duly appreciate it. The Standards X and XI of the school are given information on the progress of this experiment, the guardians are made acquainted with the details of the experiment from time to time and thus a favourable outlook is gradually moulded by the organizers among all concerned—students and their guardians. This experiment has commenced this year in 1952. The enrolment from year to year will prove the utility or otherwise of this good venture.

No Government grant or any financial help is received by the school for this work. Most of the expense is met by the organizers themselves by private collection or from donations from past students. The annual registration fee goes to maintain postal and other sundry expenses.

The number of students taking advantage of this Standard XII is 20.

## New University Buildings in Budapest

**D**ISTRICT XI of Budapest covers the southern part of Buda. There the embankment of the Danube is lined by finished and semi-finished new buildings. Huge machines, ceaselessly churning concrete and the lofty, slender tower-cranes in constant motion are the familiar aspect of this quarter, so dreary and deserted only a few years ago.

### BUILDING OVER 14 HECTARES

A new university quarter is in construction here. Hungary has become an industrial country and her expanded industry demands more and more experts. The new establishments envisaged by the Plan will have created jobs for ten thousand engineers and forty thousand other technicians by 1954, the end of the Five-Year Plan.

The present capacity of the Budapest Technical University cannot cope with the ever growing demand for technical experts.

This has led to the erection of a group of new buildings over an area of 14 hectares as an extension to the university.

The present buildings of the Budapest Technical University were built in 1905 and for forty years their size was held "excessive". All through that time hundreds of engineers were unemployed in Hungary.

### BY 1954 THERE WILL BE 13,800 TECHNICAL STUDENTS

In the 1937-38 school year first-year under graduates at the Technical University numbered 349. In 1951-52 this number rose to 5370. Now, if you keep in mind that 1952 is only the third year of the Five-Year Plan, and that by 1954 the number of students at technical universities is to be raised to 13,800, then you have a clear idea of the necessity of this grandiose building project!

### IN THE PROVINCIAL CITIES TO...

University construction work is going on not only in Budapest, but in many other towns, too. Thus, for instance, in the vicinity of Miskolc, northern Hungary, groups of buildings of the new University of Heavy Industries are springing up like mushrooms. The vast blocks of buildings and modernly equipped research laboratories of the College of Industrial Chemistry in Veszprem are nearing completion. The construction of the Communications Technical University are about to begin at Szolnok on the river Tisza.

These few examples also give an idea as to the extent higher education is subdivided in Hungary. Besides the subdivision of training on engineering and technology, an intensified practical training is also designed to provide high technical skill for the increased number of experts that are leaving the lecture halls of universities and colleges.

### STABILITY OF FUTURE

Neither engineers, nor university students have to fear a prospect of becoming redundant; developing Hungarian industry, the vast building projects mean secure employment for the technical intelligentsia. Hungarian engineers are one of the sections of the country's intelligentsia that are held in highest esteem, which means both recognition and high salaries.

The host of young graduates of the technical university are immediately offered posts. In conformity with the planned economy, planning institutes and executing enterprises report yearly to the Ministry of Public Education the number and type of engineers needed by them. As early as in the third year of their studies, university students are called on to state the type of job and the institute or enterprise they are best inclined to work in. Thus, attempts can be made in due time and as far as

possible to harmonise the various wishes, which results in posts awaiting the young engineers just out of the university.

### A BUILDING 240 YARDS LONG

Near the Buda approach to the Budapest Sandor Petofi Bridge, which will be completed this year, a five-storey building, 240 yards long, will face the river Danube. This is going to be the new, so-called central building of the Technical University. This is where the Rector's Office, the deaneries, the education departments of the faculties, council-chambers and assembly halls are to be moved.

Apart from these, several lecture halls, club rooms for social organisations and 64 smaller rooms for drawing will be established here. Behind the central building are the new buildings of the faculties—each of them five stories high and about 56 yards long.

### A WORKSHOP 40,000 CUBIC YARDS IN VOLUME

Work on two five-storey faculty buildings went on all through the winter. A 40,000 cubic yard 14,200 square yards by 11 yards in height workshop hall is being built. This will house the research laboratory of high tension electrical machines, thereby becoming one of the most important research stations for the electrification of Hungary.

Each of the faculty buildings has a lecture hall for 450 students.

Not only will the new buildings of the Budapest Technical University have a capacity for hundreds of students and a correspondingly large university staff, but they will also ensure, with their well-equipped halls, modern laboratories and research workshops a high-level theoretical and practical training for future engineers.

# The Universities and the Centre

BY SRI R SRINIVASA IYENGAR, B.A., L.T., *Srinivasa Tutorial, Coimbatore.*

**T**HE proceedings of the Conference of the representatives of Indian Universities held under the auspices of the Inter-University Board at Madras merit careful examination at the hands of those interested in University reform. The Conference decided that the provisions contained in the Bill drafted by the Union Government to constitute a Central Council for University Education were wholly contrary to the spirit of academic freedom and the healthy development of Universities and constituted a grave danger to the Universities, and requested the Government of India to withdraw the Bill. Resolutions on the above lines have been passed or are being passed by the executive bodies of the various Universities. A perusal of the resolutions leads one to the conclusion that something has to be done to improve the organisation of Universities.

The Conference admits the necessity for the co-ordination and maintenance of standards, and brings to light the fact that certain of the Universities now functioning were constituted under Acts which were not exactly in unison either with the recommendations of the Radhakrishnan Commission Report or with older Acts of many of the Universities. These Acts should be revised and brought into conformity with the general provisions of the Acts of the older Universities. The Conference thinks that the Inter-University Board will be able to tackle this problem.

The Inter-University Board was formed in 1925. It is a voluntary association of the Vice-Chancellors of the Universities. The Madras Conference is not fully satisfied of its composition and of its effective functioning. The Conference suggests that one more representative of each university representing the academic interest should attend the meeting along with the Vice-Chancellor and that the Inter-University Board should include as members a nominee of the Ministries of Education and

Finance and of the Union Public Service Commission. The Conference also resolved that the Board should function "in a more intensified manner". The Conference did not realise the limitations under which the Board is functioning. It is worthwhile to learn the findings of the Sargent Committee Report on the Board. "It is a purely advisory board and does not possess the authority which would enable it to co-ordinate university development in the ways or to the extent which a national system will require. It is not within its competence to insist on the raising of standards where this is obviously required or on the establishment of the conditions of services which are necessary to secure teachers of the requisite calibre. Nor is it able to restrain unhealthy and uneconomic rivalry between universities in regard to new developments to prevent the creation of new universities or to counteract the provincial outlook. Above all, it is not invested with any power of the purse. It would appear, therefore, that some authority is needed which could co-ordinate university education as a whole in the interests of the country as a whole." It is patent that the Inter-University Board will, by itself, be not competent to discharge the co-ordinating function effectively. It is well that the Board recognises its limitations.

The Madras Conference of the Inter-University Board has reiterated the formation of the University Grants Committee. The Centre's draft Bill does not indicate that the Council to be formed under the bill will be empowered to distribute grants among the several universities, and will function as University Grants Committee also. If the proposed Council will discharge this function also, there could be no valid objection to the Bill; otherwise, the bill is highly defective. The Inter-University Board has conceded to the University Grants Committee the privilege of visiting the universities, though the Grants Committee according to the Board,



might be nominees of the Ministry of Finance in consultation with the Ministry of Education. I fail to understand the logical reasoning behind the Inter-University Board's resolution to oppose the bill and its proposal to constitute the Grants Committee as above. In any case, it is essential the Indian Universities Grants Committee should be constituted by the statute of the Indian Parliament. A statutory body is any day a more weighty body and invested with dignity and authority.

It is unfortunate that the Inter-University Board has not stressed the necessity for a statutory co-ordinating council of university education. Such a body will be able to offer advice and direction as to which university might embark upon advanced study in subjects like aero-engineering, naval architecture, nuclear physics and etc. Again the Central Government has set up National Research Laboratories; and a *liaison* body for exchange of information and of staff between the Universities and the Research Institutions is an absolute necessity.

Again, in some quarters, the question has been raised as to what part or lot the Central Government has got to do in matters like education. The wisdom of the constitution-framers in enacting the section 66 of the constitution has been questioned. Constitutions are not made by book-writers; and India need not copy other countries in all matters of administration. Our leaders have had the unique distinction of adding a new chapter to the history of constitutions; a republic within the British Commonwealth of Nations could not have been dreamt of; but it is a live fact today. We cannot be guided entirely by precedents in a world of rapidly moving events. None of the State Governments have till now taken any positive step to recognise the Universities on the lines of the University Commission's recommendations. The *Amrita Bazar Patrika* wrote sometime back, "Constitutionally and administratively, education, like food, cloth and some other vital matters, may be a State subject. That is,

however, no justification for the Centre washing its hands of the problem in extraordinary circumstances. In education, too, an emergency, though less spectacular, has arisen. The Central Government, therefore, would be shirking its duty in this vital matter if it continues in its present *laissez faire* attitude." The University Commission has pronounced the finding that "even in purely academic matters such as the appointment of examiners and the awarding of degrees the procedures and standards of some universities are suspect. The existence of such a state of things is immeasurably damaging to our national prestige." The Union Government has a definite responsibility which the Inter-University Board, by its very constitution, cannot discharge.

The problem, therefore, is how to harmonise the autonomy of the Universities with the upholding of national prestige and honour. The Union Government should amend the present Bill so as to be comprehensive, a statutory Central Council of University Education should be constituted which should look after not only the maintenance and co-ordination of standards but should discharge the functions that the University Grants Committee is expected to do.

As regards the autonomy of the Universities to safeguard which the Vice-Chancellors of the Indian Universities are rightly zealous, following the example set up in the British Universities, it has to be noted that in U. S. A. the Congress interests always in probes and enquiries and Un-American activities and that even in Britain, too, the potentialities of conflict between Government and Universities are beginning to occasion deep-seated anxieties. In Mysore already a conflict has arisen; and the Chief Minister of the State is not prepared to concede the autonomy of the University to the extent of the Government sitting with folded hands and not looking into the malpractices which are alleged to have taken place. The Report submitted by the three eminent American educationists on the Universities in Britain will serve as a valuable corrective to persons with inflexible

views; and they should find wisdom in the admonition given by Sir John Anderson to the British Universities. "They must not regard themselves as isolated units, but rather as part of an articulated whole."

## The Land of Sunshine — A Background in Indian Education

BY SRI S. JAGANNADHAN, *Teachers' College, Saidapet.*

### I. *The make up of Nature and Man:—*

#### THE SUN.

**T**HE Sun is the life giver to the whole world of creation. Heat and light so essential for our existence, we get from the Sun. All plants turn towards him. They grow and thrive in proportion to the benefit they receive from the sun. The struggle for existence among plants is for the obtaining of the full benefit of sun-light.

Even early in the morning, cocks and crows announce the rise of the morning sun. No wonder then that after a continuous downpour and at the first appearance of the sun soon after, all creations on earth, men, beasts and birds do turn to joy and mirth.

Even the *sanyasis* who are the symbols of renunciation do not take their single meal for the day without seeing the sun. If, by changing nature, the sun cannot be seen in a day, they do forego even this single meal and fast.

The king of flowers blossoms to the rays of the morning sun.

From the mountain top to the low plains, this land of sunshine is peculiarly favoured with luxuriant vegetation providing man with plenty for his food and shelter. Many a herb on the mountain sides and plains under the sun, acts as a radical cure for many a disease. The surface of the leaf directly exposed to the sun is bright, smooth and dark green in colour, while the surface below is dull, rough and light green. The leaves that drooped down at sunset, again open themselves and take the much-

needed sunlight. How they laugh and smile at the sight of the morning sun—The sun lord alone knows!

The rapidity with which leaf buds appear after leaf fall, grow in size and change colour day after day till they look quite green and fresh very soon, indicates how Nature has planned these changes, however quick they may be. Indeed, a marvel in changing and steady nature.

Perhaps, Nature can't look naked for even a short time. It must regain its glory and splendour of freshness in a very short time. We can also see Nature's cure to any injury caused to a part thereto. This is a part of the process of building up in Nature.

Flowers in this land of sunshine are unique in their fine fragrance, the possession of which is itself a rare gift from the sun god. Flowers which have neither fragrance nor honey in them are disfavoured for offering and worship. It is only in very recent years that there arose a mania for odourless but gay flowers. Ladies in the so called upper ranks favoured them and a good many others followed suit. The form alone is favoured and the essence is lost sight of. What should matter is the spirit or the substance and not the form at all. This present disillusion regarding flowers will fade away very soon.

The lustre, the captivating smell, and the delicious taste account for the pre-eminence of the fruits in this land of sunshine. What is the special favour for the squirrel-eaten fruit. The fruit has ripened naturally on the tree itself, and the smell has attracted the squirrel to it, and naturally the squirrel-

eaten fruit has been said to be very delicious. Fruit ripening in nature has more taste than those ripened by artificial means. The ripe wood apple fallen from the tree is unique in its smell and taste.

The perennial flow of waters in the great sacred rivers in the North in this land of Ind is due to the melting of the frozen snow on the top of the great Himalayas by the rays of Father Sun. In the south, it is again the rain-bearing clouds caused by Dr. Sun that are responsible for the almost perennial flow of water in the sacred streams. Villages and towns on the banks of rivers rose in their importance only on account of their nearness to the sacred rivers and streams.

A hearty plunge in the waters is the most refreshing before and after a day's work. Bath in the early morning is enjoined as a religious duty. Even the animals and birds enjoy such a bath.

The work for the day starts with sun-rise and ends with sun set. Perhaps many start earlier and end later than sunset. The sun, the shadow, the Moon and the stars help the villager in determining the probable time in the day and night.

The duration of the day in the land of sunshine is comparatively long. Daily worship of the sun is peculiarly common. East, the direction of sunrise, is always considered very sacred for many religious and social purposes. The first bath commences facing east. Very many auspicious ceremonies start facing east. The morning and afternoon prayers are said facing east, while the evening prayer is said facing west. The temples mostly face, East, at least the presiding deity and flag staff face the East. Here is the essence if an afternoon prayer in respect of sun-god :

"May we see the supreme lord for a hundred years.

May we live in plenty through his grace for a hundred years.

May we be joyful for a hundred years.

May we be happy for a hundred years.

May we be secure for a hundred years.

May we learn (our ancient wisdom) for a hundred years.

May we teach our descendants the same for a hundred years.

May we never meet with reverses,

May we long live and adore the sun."

Evidently, Sri Rama on the battlefield prays to the Sun through his "Aditya Eridaya Stotra" for bringing victory to him against Ravana. Daily chanting of Gayatri is an invocation to the sun-god Subrahmanya Bharathi has sung about the greatness of the sun.

The rites of wedlock are performed in front of the holy fire. The holy fire, an image of the sun-lord, acts as a witness to the sacred tie of marriage. All important religious observances and sacred rites are accompanied by offerings to and worship of the sacred fire.

Life's end culminates in the cremation of body in the holy fire. Even the ashes and bones are given a deep plunge in the sacred running waters and are carried along the stream. Under these circumstances the burning ghat itself occupies only a small portion of waste land. The unseen thing, the soul, is absorbed in the flowing stream of external light with no beginning, middle or end.

Shaw, the vegetarian, has, in recent years, done all his writings in a specially designed revolving sun-hut in his village garden.

The sun is a great nature doctor. Vitamin D is present in the sun's rays. We know the story of King George V taking his treatment in a castle close to a beach, and specially adapted to receive the rays of the morning sun. Special tents are improvised to receive the concentrated rays of the sun for being transmitted to the body.

In this respect, the land of sunshine is particularly favoured. No one need send for the Great Doctor and pay him very exorbitant fees.



A rare blessing to the sons of Ind! Is he not the best purifier of the air around. An evening walk just before sunset acting as a good sunbath has been considered as a very good healthy and tonic influence on the body and mind.

Feasts of lights and lamps are characteristic of the National festivals in the year.

## II. THE MAKE—UP OF THE SONS OF THE SOIL.

The sun-lord in the sky above controls and directs the life and actions of his sons in the soil below. The sons below do respect their father above. The sons of the soil even in their appearance have the effect of the sun on their bodily colour. They still adopt a simple and well directed life in contentment, in spite of the modern (living) conditions of high speed living and complexities. Agriculture being the main occupation of people, they spend most of their time in open air.

The men allowed the hair on their heads to grow. Cutting the hair synchronised with the observance of ceremonial rites. Parting with the hair was considered as a penance, sacrifice or self-denial of beauty. Sometimes cutting the hair was imposed as a punishment on a guilty person.

[It is for accommodating themselves to the high speed living conditions of modern days that many of the educated young men have found it expedient to have a cropped head. Certainly a great sacrifice in one sense! And a self-imposed punishment in another sense!].

The sons of the soil wear light fabrics of cotton which would absorb the sweat of daily labour and stand a daily wash. Longevity is not a myth in this land of simple living and high thinking. Even to the present day people, advanced in age, leading a natural and healthy life are found. The phenomenon of short life and premature death is modern in character and due to various other causes.

The sons of the soil eat simple and natural food at fixed times in a day. They also observe the feasts and fasts coming at regular intervals in tune with the changing Nature according to the seasons of the year.

Most of the people depended upon Mother Nature for their food, which was, however, offered to them in plenty with the benevolence of Father Sun in the respective seasons. The articles of food are various forms such as grains, wet and dry crops, cereals, vegetables, greens, fruit and nuts. Many of the long and broad leaves are used as plates for eating food from... After a single use these used ones find their places in the rubbish bin. Reeds and fibres are used in making mats and mattresses and served their purpose admirably in this sunny soil.

At every meal time, he willingly offered food to God and partook of it with all children and other members of the family. Many of the feasts and festivals all through the year coincided with the changing seasons. At the time of these feasts, the householder gathers all articles of food available at that season and offers them to God. A morsel of food is to him a nectar. To a spoon of water he says 'Thou who savest us from premature death, thou who art the owner of all diseases, thou who art the cleanser from all sins, thou who hail from the feet of Gods, mayest thou bring us prosperity'.

On all days of religious importance, even those who are accustomed to non-vegetarian food, take only pure vegetarian food. The observance of the New Moon and Full Moon days in each month is a characteristic feature of the house and the temple. The New year day approximates to the time of the Sun-Lord entering Mesha, the first sign of the zodiac. The first day of each quarter thereafter is also a festival day synchronising with some observance in family social and religious circles. Very many people, both men and women wear their own marks on their foreheads, more conspicuously at the times of religious and social observances.

The cow is considered very sacred and is viewed as an embodiment of the Goddess of Wealth. The milk of the cow and the product thereof also form essential foods for body-building. Nature-worship is almost universal in this land. The five elements are the objects of worship in five different shrines in South India. The cow, the crescent moon, the sacred kite are objects of worship. Even the stars in the sky are pointed out as examples for devotion and chastity, (e.g.,) the pole star and Arundathi in the "Great Bear" groups.

People in villages eagerly look forward to have the sight of the sacred kite, the carrier of Lord Vishnu. Among reptiles the Naga or the Snake forms the object of worship. The peepul is considered sacred among the trees and the tulasi plant is an object of daily worship in many houses. All the sacred temples have their own *sthala-vrikshas* which are looked after with devotion.

Life in the village is a self-contained one. In one sense self-sufficiency can be observed in the affairs of village life. The policy of 'give and take' is observed. All workmen form the essential services for the welfare of the whole village. In some villages, the barber, the dhoby, the temple priest have still lands assigned to them by the common-village. The village doctor is patronised by people from the lowest to the highest ranks. The welfare of all these men is of equal concern to all others in the village. To preserve this homogeneity of village life must be the first concern of everyone interested in village welfare and country's welfare. Living was planned in such a way as to allow of independence in the midst of interdependence.

For example the system of assigning streets for special trades and avocations has been in vogue for several centuries. The special needs and legitimate professional requirements are thus protected. There is absolutely no thought of segregation.

Weaving ranked second in the main occupation of people. The Dacca Muslim

weavers commanded the admiration of the west. But alas! they are nowhere now!! The greater tragedy is that the descendants of those fine workmen are very much hard hit.

By tenacity and pride in work, the ancient workers have built the temples, towers and temple cars which the land of Ind abounds in. The people also excelled in arts. Art could be seen in the household pots of various metals, drinking vessels, children's toys, *puja* utensils, carvings and paintings in temples and rocks, standing monuments are distributed throughout the country, North and South, East and West. If only the mute rocks could gain the magic of speech, what a grand tale would they tell! Thus these men by their avocations hereditary or newly acquired serve the society in finding and distributing the requirements in regard to food, clothing and shelter. There is also a fourth which does propaganda in the conception of divinity and Godhood in man.

And still it is a wonder how by a harmonious blending of different notes and different instruments music attained its highest glory in this land. The *kohinoor* gem in the crown of music is to be awarded to dancing. A rare fine art! Dancing even in raptures is in harmony with the flying speed of time and time.

The perennial flow of ancient heritage of a glorious Indian culture is no less due to the mothers and womenfolk of the country. Do we not recad even in Modern time that mothers of siwaji and Mahatma Gandhi have shaped their sons by their proper upbringing. The religious atmosphere of the home at the present juncture must be entirely attributed to the women folk of the time. They cling steadfast to the Indian cult of the by gone Golden age. Framers of curriculum for girls can never ignore this peculiar characteristic of the home. Even in the present day do we not see women folk gathering in hundred and thousands in Kalahpam and Temple Fairs. It is the chanting and Sanktheertham of the lord

with the 1000 Names there collect all these womenfolk together at a particular place and at a particular hour. No other educational agency so far have succeeded in such a big collection of women of the age for propaganda or diffusion of knowledge or Adult Education.

Sons naturally took to the avocations of their fathers and thrive as well. But those who cared to have the literary education of those days sought on *Acharya* or a preceptor and entrusted their sons to him. The Gurukula commanded the patronage of the rulers and religious heads. Learning was by means of word of mouth and rote. Memory played a great part in learning and acquisition of knowledge whereas now the teachers are asked to give education to all pupils in keeping with the spirit of the times of throwing education to all alike.

Pauranikas or village story tellers educate the common people by telling stories from the great epics in temple premises or shades of trees.

Apart from producing poets, philosophers in the past even in modern times, it has given birth to world renowned mathematicians Scientists and Statesmen not to speak of champions in sports and games.

This land of Ind has also been the land of sages, saints and seers. Schools for

common children such as the home school, pial school, vernacular school or English school had no attraction for them. Though they were in them, they rather forced their way out of these institutions. These institutions offered no inspiration to them, and they could not see in these what they yearned to see as a result of their inner urge.

Within them the inner light glowed and from them radiated the lustre of their self-learning as a result of severe penances and ordeals. Their hold on the people in general is so great that institutions have been founded to perpetuate their memory and propagate the spiritual work as envisaged by these sages, saints and seers. The chanting of *Ram Nam* in this land of sunshine is unique, as that enchanting and sacred name is heard all the way from Kashmir to Cope Comorin. It was given to no less a person than Mahatmaji to have the unique distinction of having to preach the same to millions of the sons of the soil.

By the example of these great souls and by himself, the son of the soil imbibed the finest qualities of compassion, compromise, service and sacrifice.

The *Gita* and *Thirukkural* contain the essence of life and the essence of the *Vedas*.

## Economic Factor in National Education

By SRI S. CHAKRAVARTHI, B.A., A.M.D., B.E., Madras.

**E**DUCATIONISTS do not think of the paper currency in modern democratic relations, since they have started with a gold standard of a recognised cultural authority. They are not aware from this high pedestal that the currency of small coin enters quite early in intelligence and into the minds of boys and girls who should pass through Basic, Secondary, and Higher Education. As children pass from one

stage of life into another, there arises in consequence a rivalry between what the teacher thinks and what a student lives; and devaluation of students and revaluation of educational standards get started forming a series of free discussion and frank criticism in educational circles.

Just as objects do not cease to exist when you do not perceive them, so memo-

ries do not cease to act when you do not remember them. At every stage, educational authorities "remember" something or other, and they should hold examinations periodically both for teachers and students as a matter of course.

Therefore, the standard, 'Let me examine' and 'Let me pass through examinations' involves two different meanings, but both indicate the same mental economy among teachers and students whose intelligence take their rise from different mediums altogether. The teacher who says 'Let me examine' remembers that students, for example, from Basic schools might have simply passed through the period regarding the present as the passage of the past to future and have not come out as intelligent products of experience of that stage of education. On the other hand, this memory of the present might also indicate that an examination of the educational standard is conducted by the simple process of diminution of intelligence which the various stages of educational curriculum do not contemplate at all.

In other words, any examination has two differing points of view; the teacher is testing educational periods on the product of the student, while the student gives his experience in the economy of language. With the result, an examination includes what educational authorities are thinking at a particular time and how economically students pass through the two or three hours in the examination hall.

This long analysis should not be misunderstood to mean that examinations are unnecessary and examinations are not scientific in testing the intelligence of teachers and students. But language is related to logic and 'Let me examine' and 'Let me pass through the examination' are not logically related at all. Any standard of logic follows this natural law, that the present is something more than the past; and examinations point out that educational moulds crack revealing that what is rational and what is real are not identical; and they are both manifestations of an intelligent

thing which has a head and tail in the shape of a coin or paper.

The Governor of a State in India has pointed out that a Bachelor of Arts has applied for a peon's post, but there is nothing wrong economically in this case. His Excellency ought to have followed this man's realistic attitude learnt during a mental crisis, that there can be no psychological security in the absence of economic determination in modern society. This graduate from the university is now a free man and a successful businessman, and thanks the governor for denying him the job of a peon in government service.

There are various other cases of students from universities in India who have learnt that a degree is a surplus economic value and ideas should pay even to enjoy the pseudo-problems of cultural self-interest in modern company. There is unemployment increasing year by year, but there is also increase in tutorial schools and colleges, and educational experiments all over India are conducted on a large scale. All these point out that the course of educational evolution does not take particular path of former British India where education was used for government service and as a ladder for patronage and honour.

Long before the community projects were contemplated, individual projections have been pioneers in democratic enterprise. The more the number of graduates from colleges 'School Finals' from schools coming out of the educational machinery, the larger is the intelligent capital entering the economy of national reconstruction. The educated unemployed is not an Asiatic phenomenon as some western politicians think; on the other hand, western educationists are the commercial products purchased at a higher price by the Government of India, whose intelligence is put to sleep so long as they consider ideas a commodity for purchase or can be lent in enlightened self-interest.

But there is something wrong somewhere in the present system of education which produces better products of intelligence at

a minimum cost. There seems to be the human element stuck up as a thing, but parading itself as a gold standard; a definite pattern and an inviolable authority which needs to be traced to the source of spiritual and moral self-interest.

Once upon a time, a Hindu monarch has dreamt that he has met his ancestors in the Sun and the Moon in a state of vegetation and torpor. He has called upon the minister to explain this dream, who knew that it is the usual mental flight of a privileged man on whom the poor people often make unsuccessful attempts of aggression. On the other hand, the priest has given a spiritual significance to this dream and asked the monarch to instal an idea in a thing and take his crown and sword from such a source for his eternal succession for power and position. In this manner, spiritual and moral human nature has been stuck up in a pattern, making it impossible for national or democratic changes and transforming the individual according to the rearrangements of parts to a whole and fixing them into a life of manufacture and not of growth.

What is the living condition of the citizen in the Republic of India? He is constantly growing, and all the institutional moulds into which the temporal authority of the party in power and the spiritual authority of tradition fix him reflect the game of driving a square peg into a round hole. But the economic value of national education has come to his rescue. Unemployment has compelled all to revalue spiritual and moral values related to particular institutions and devalue those habits of thinking forming a spiritual and moral pattern.

The citizen has learnt these facts from the institution which has been slumbering all along in the depths of the political systems of life under monarchy and self-interested democracies with a limited monarchy. Political freedom has also released him from those habits of institutions which have been imposing on him as a dead weight and crushing his spirit. He

knows now that democratic education is not a standard and coordination of educational theories into practice, but simply accepting what is there instead of pursuing the barren track of what is recorded in books, things and institutions.

It is national economy of intelligence to think that wherever there is an individual living, there is somewhere a register of his experience in a book, a thing or an institution. Records are only valuable in so far as they give intelligence and not an economic part of language.

India is a very rich country in intelligence, man-power and natural resources, but Indians are tied to the philosophy of poverty engendering individualistic economy which is not suitable to modern conditions of life. Now that the monarchs are gone, older institutions have also come under the process of elimination. There will be no use in weeping over the loss and rejoicing in the memories of profit.

India is the economical country in the world which produces intellectuals, businessmen, traders, technicians, teachers and students at a minimum cost, and it is only a question of time before it is known that the richest product of democracy is the individual. Then, democratic education would reveal its spirit: that is, its goal is not attempting to fit the citizen into preconceived spiritual and moral ideas and its God is not the Monism of Monarchy or the qualified Monism of the Birth Day Honours List, but the reality of millions of human beings living in freedom which has no moulds to exploit them.

The present grievance from the Government of India, from the educational reformers, and educational commissions seem to arise from the fact that Indian citizens of all ages are living beyond the mental reach of the Constitution and out of the political vision of Institutions. But this grievance itself is a tribute to a modern citizens who follow the economic drive in national education.



# Editorial

The problem of reorganising primary education in India has to be viewed in the light of available resources, Single-Teacher if we are to chalk out a Schools practicable course of development. Most of our planners think in terms of a system based on the pattern in England or U. S. A. It would of course be an excellent thing to have Primary Schools with buildings and equipment and numerous qualified teachers. But our ministries are telling us that they have no money without admitting openly that they cannot devise any practicable plan to develop primary education on up to date lines. In the result we have a haphazard expansion in primary education without clear objectives.

One way out of the difficulty would be to re-examine the question of single-teacher schools. They have undoubtedly many disadvantages. But they have also a few advantages. In a stimulating article, in a recent issue of *The Shiksha*, the Principal, Central Pedagogical Institute, Allahabad, writes: "We agree ... with what Richey said more than twenty years ago that single-teacher schools are still indispensable for India." He has dealt with the question in some detail and offered practical solutions for difficulties. Classes have to be formed even in the single-teacher school, and the teacher has to alternate teaching with class-work. It is suggested that with a separate teacher for Class I, another teacher can manage the other primary school classes. In getting class exercises worked out care has to be taken in preparing self-instruction

materials. Another helpful suggestion is the use of Monitors. Here the Principal thinks that it will be advantageous to use as a deputy teacher a boy from a higher classes. Of course, the teacher-monitor should be entrusted only with the mechanical aspects of teaching such as dictating, reading aloud, correcting exercises etc. If a monitor is to take his own class, it must be in a skill in which he is more than ordinarily proficient. It is work while experimenting to see whether single-teacher school, suitably modified, can play an effective role in expanding primary education.

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Sri Santosh Kumar De has given some interesting glimpses of education in Red China in the July issue of *Educational Reforms in China* the *Teacher's Journal*, Calcutta. It is stated that they have solved the language difficulty by replacing the 4000 characters of the old script with 28 letters. To make education popular, full use was made of music, dancing, drama, cartoon and caricature. But education is state-controlled. The official ideology is propagated in all sorts of ways Freedom of the mind as known in the modern world is deliberately denied. But under a need enthusiasm night schools, half-day schools, literary associations and others are helping in a great educational movement. Whether the people of China are going forward to a fuller life and freedom, as they believe, or to a new slavery, as many Western observers think, only time will show.

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THE EDUCATIONAL REVIEW

# Working of Basic Education in Bihar

BY SRI UMA PRASAD SINHA, *Headmaster, G. A. H. E., School, Pusa.*  
(From *The Eastern Educationists, Patna.*)

THE Basic system of Education was envisaged by Mahatma Gandhi as a better substitute for the existing system of education which has been aptly described to have outlived its utility which the founders of this system had in view at the time of introducing it. The new system of education promises to manufacture better type of citizens who will play important role in serving the community by being fitted out physically, mentally and morally under this education. So with this end in view, in the State of Bihar, this new system of Education was given a fillip in the year 1939 and an experimental centre was started at Brindaban in Motihari district. The experiment, in the opinion of the exponents and experts of the system, proved a grand and unique success and prophesied to reshape and reconstruct the entire educational structure of the State. With the resumption of power by the Congress in 1946 and with the assumption of office by the existing Hon'ble Education Minister, this system received not only impetus but top priority in the educational budget, with the result that the budgetary channel has been entirely diverted to this new system, irrigating this virgin system of education only, and parching the other existing educational zones. Now that the new system has been under trial for a very long period, say for about thirteen years, it is high time that its working be thoroughly examined and scrutinised and its efficacy and result tested. The objects that it so solemnly professed to attain, that is to make the entire education self sufficient and virtually better than the existing one has also to be tested and its achievements and failing brought to light before the public and the department. The people have to be convinced its utility and the Department

has to probe into its short-comings and failings to make it convincing.

Let us first consider the objects of this education and examine the extent to which these have been attained. Gandhiji wished this education to be self sufficient, as the heavy cost on mass education of the children of the community is too much for the State to bear. Secondly it promised to produce better and more useful citizens by giving all importance to the dignity of labour, bereft of which, the educated mass of the country under the old system of education, has been feeling itself completely cut off from the rural life and consequently has failed to take its due share in the amelioration of the rural masses which form the backbone of the community.

Now for the attainment of these objects certain conditions are required to be fulfilled. The State is required to supply building, equipments and teachers and the community is to contribute land and other things which it can help with. Given these things every school is to be a self sufficient centre which will make its full contribution to the shaping of the destiny of the society and lead it to its goal of new social order.

Now both these things have to be very closely and judiciously examined, and the achievements assessed, and the causes of its success and failure thoroughly analysed in the best interest of the society and the country. For the operation and success of any new scheme, the personnel of these who are to operate it, counts first. So the first requisite for the successful operation of this system is the teacher. The entire working of the scheme will depend on teachers. As the system is new, introduced and operated with a complete dislike for the

set of teachers reared up in the old system, so new training centres of the Basic Education for teachers had to be run. Invitations were accorded very warmly by villagers and offers of land and buildings were made from every district and each district had one Teachers' Training Centre to turn out teachers for Junior, Senior and Post-Basic Schools. There has been one thing very unique in these Training Schools and it is that the same set of instructors impart training to all types of teachers required for all the different grades of schools i. e. Junior, Senior and Post-Basic Schools-Trainees were recruited in large numbers irrespective of their qualifications. Perhaps there was no mention of minimum qualification required for the trainees and if there was any it was completely waved to suit the choice of the centre superintendents. The result was that people of all qualities rushed in. The allurements was the better salary and preferential treatment to them. The centre functioned for a few years without any equipment of teaching. These Training centres became the hub of the ring of Basic Schools opened all round them. These schools began to grow up like monsoon weeds, partly as the result of propaganda carried out by the young enthusiastic trainees and partly due to the faith of the people in the system as the precursor of a new and happy era in the intellectual development of their children. Villagers began to make contribution of land and buildings to the authorities of Basic education. The plots of land offered are mostly waste, the embankments of old tanks and ponds, uncultivable waste land, such river side and orchard borders which require strenuous and costly efforts to bring them under plough with negligible yield.

The new education pays more attention to dignity of labour. Consequently crafts have to be paid much more attention to even at the cost of intellectual development. Agriculture, spinning, weaving and carpentry are the common crafts that have been introduced. For agriculture land is required. The type of land donated has been enumerated above and the yield can better be

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calculated than described. For weaving and carpentry sufficient equipments are required. Hardly there are schools started during the last four or five years where proper arrangements for teaching weaving and carpentry have been made. Even where the arrangement is, the staff is ill equipped to teach the subjects in different grades of course. There is arrangement for teaching spinning, as it is too easy to arrange for it and the result is at places influx of yarns no doubt with no outfits to weave them into cloth and hence consequent waste.

To make the new education psychologically more sound and efficacious, knowledge in all forms has to be given through the medium of craft. History, Geography, Civics, Language, Arithmetic and all subjects have to be taught in all the forms from the lowest to the top i. e., from the Junior to the Post-Basic, through the medium of craft. It is for all these people who are themselves educated and have touch with education, to ascertain how much of talent is required in a teacher to equip him such as to be so adept as to teach everything through craft with no books to form the basis of his teaching. It really requires the talent of an ancient Brihaspati or a Shukracharya or a modern Kaka Kalelkar or a Vinoba to be such a teacher at the higher stages. Books are abhorred in the new education and much is left to the will of the teachers to interpret things to the young minds in their own way, with little or no equipments of craft to engage pupils. It is now entirely up to the teachers to engage the students usefully and develop their talents.

At higher forms of the education, specially at the Post-Basic stage, technical experts of high degree only can be of real value to the students who are destined to attain efficiency in different vocations such as so make them self supporting and self sufficient and enable them to secure remunerative earning in their callings. It is not known how many of existing Post-Basic schools are so equipped with efficient craft teachers. Most of them are known to have no expert of agriculture or carpen-

try or other crafts of any special academic qualification in the vocation. It is very much doubtful if all the Teachers Training Centres even are equipped with right type of technical instructors to train up the teachers required for teaching students in the different schools.

The buildings of the schools have undergone no addition or extension. They are what they were previously and teachers are to remain at the schools with no provision for their lodging. In India where the blessings and banes of nature are so copiously extreme, only he who is in the position of these teachers can imagine their lot. To expect any substantial returns from them in such a wretched living conditions is to expect showers in the sands.

Now something about the departmental control. The departmental control seems to be seemingly rigid, specially in the matters of finance. The Headmaster of the school has to remain out of the school for a considerable period in the month only to get trifling financial approvals and sanctions from his departmental heads. This adversely affects the normal school routine with the consequent annoyance and protest from the conscientious guardian. Unless ways and means are adopted to stop this 'darbar-bardari', the school work will entirely suffer.

The construction of the school building is the matter which has to be done under the control and supervision of the Headmaster. The delivery of the coal has to be taken by him, brick kilns have to be successfully burnt and everything done in connection with the school building. Such a responsibility is unheard of in other departments. None but the headmasters will thank the Govt. for recognising them as engineer, contractor, architect and everything in one. To the public eye the devaluation of such a responsibility is not without any particular interest. This preferential superficial trust in the ability of the headmaster is one of the causes of the losing popularity of the system.

Then the craft products of the school, if any, specially cloth and wood finished goods, should have adequate market for their sale to run these crafts on economic basis. Where is the market? The Government can be the only wholesale purchaser. If left to the good will of the people the products will ever remain stocked unsold in the school stores. Government, has therefore, to devise means for the convenient disposal of the finished goods by paying adequate subsidy. Unless so helped the system will ever remain much distant from its goal of self sufficiency.

There is at present practically very little popular interest in the functioning of the system, there being complete departmental control over it. The so-called Advisory Committees of the schools have to be more effective and their personnel more capable of serving the educational cause. Those people who can really make contributions, financial, intellectual and of other kinds, should be appointed members of the Committee. It is lamentable that where there are colleges or secondary schools running close to the Basic Schools, the educationists serving in them are never taken into confidence in organizing and shaping the educational policy of the new schools on the contrary the uneducated villagers are preferred. And naturally, therefore, educated people have a right to suspect that the authorities like much of the things of the schools to remain a secret from the educated and searching people whose one interest will be the development of education on sound lines.

The most essential point that is becoming a popular concern is the future of the

pupils reading in such schools. At present there are two systems in the State, the old and the new. Whereas there is provision for the students reading in the old system to fit in with the new by undergoing special training there is no such provision for the students of the new type to come over to the old i.e. into the secondary type. Further in the secondary where there are only eleven classes in the Post-Basic there are twelve and no official clarification has been made so far in case of adjustment from new type to the old. Then the future of the students coming out of Post-Basic schools has also been left undefined. Whether they will have the same recognition in the matter of admission in higher education i.e. in the university, is a matter still to be decided. Youngsters reading in these schools and their anxious guardians have reasons, therefore, to express concern over the future of their wards. This attitude of the Government is indicative of its lack of confidence in the future of the system. The two systems still running in the State, with impetus still being given to the newly started Public Schools have confused the general people and they fear that the Government is creating different classes in education, the new class for the children of the poorer dumb driven people and the old one for the children of the richer and more educated people. This could be removed by converting the Government Schools to Post-Basic Schools, before long if the Government really feels the superiority of the latter type to the former.

There is non-cooperation and suspicion from the side of the educationists of the old system for known reasons. The preferential treatment meted out to the new recruits

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in this new adventure in education in the matter of their salary, promotion and other things, irrespective of their seniority and service in the education department, and complete neglect and evasion of the co-operation and service of the teachers serving in old type in shaping the new education, are just grounds to stir up their feeling of non-cooperation and evoke criticism from them of the system. It is feared that this attitude may soon develop into a tirade against the system and doom its prospects. In this age of democracy there should not be any artificial partition walls and curtains in the same department.

In view of the review of the working of the new system given in this article, it is not difficult to find out the cause of the growing dissatisfaction which is likely to develop into an uproar against the working of the Basic system of education in the State. The dissatisfaction prevails among the educated as well as uneducated masses and the causes are almost the same. There may be difference on ideals and objective of the education, which will be dealt with in a separate article, but the existing dissatisfaction and unpopularity are genuine with regard to the functioning of the system.

If the Government, therefore, is anxious that the Basic system does not die an infantile death it must see that the remedies and the short-comings dealt with above are remedied soon. It must, therefore, see that the system to survive and to become popular must have; (i) more qualified teaching staff (ii) qualified craft teachers

(iii) better living condition for teachers (iv) equipments for the teaching of crafts and other academic subjects (v) adequate building for the institution and quarters for teachers (vi) suitable text books and supplementary books for different grades (vii) market for the finished products of the school (viii) thorough assessment of the work of the pupils by certain external agency of agencies (ix) effective advisory committee (x) construction of the school buildings by P.W.D. under the control of the Education Department (xi) coordination of the new system with the old at every stage i.e. junior, senior Post-Basic and university (xii) immediate exemption of the teachers from departmental durbardari (xiii) immediate removal of discrimination and partiality for teachers of Basic only in appointments, promotion and service in the department (xiv) mutual exchange of teachers from institution of one kind to the other situated closely (xv) reorganisation of teachers' Training schools on new lines keeping in view the new experiences gained (xvi) more attention to be paid to the intellectual growth of the boy than to his craft side merely to attain the so-called self sufficiency.

If these shortcomings are remedied, the Basic education has a chance to survive otherwise it will just be imprudent and unwise to think that only with Government patronage it will grow and thrive. It is high time for the Government of the State as well as the Union Government to probe into the matter and rectify the wrongs that are devitalising the system.

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